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ABSTRACT

The evaluation of an exemplary career resource center (CRC) developed for the Wyoming Valley West School District, Kingston, Pennsylvania, is presented. Questionnaires were used to assess the CRC in terms of information collection, evaluation and storage, client usage, and attitudinal factors and were completed by approximately 1,000 seventh and eighth grade students served by it. Program objectives, evaluation methods and procedures, findings and their analysis by objective, and recommendations are examined. Tables supplement the text. Appended material includes the student evaluation form with response data, a sample log sheet, and a summary of the equipment and materials evaluation. Results indicated that the CRC was highly successful in organizing and maintaining all necessary hardware and software. Improvement needs to be made in methods of permitting students to use the CRC because of the great interest and too large of a student body for the amount of equipment, room size, and available assistance. The overall attitudes of pupils was promising. (Author/LH)

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FINAL REPORT

Exemplary Career Resource Center for Grades 6 through 9 in Pennsylvania

(Project No. 20-4015)

Harry Scott, Jr., Career Education Coordinator

Wyoming Valley West School District

Kingston, Pennsylvania

July 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Title: Exemplary Career Resource Center for Grades 6 through 9 in Pennsylvania

LEA: Wyoming Valley West School District, Maple Avenue, Kingston, Pa. 18704

Summary:

The purpose of the study was to evaluate the Career Resource Center which was established to serve approximately 1000 seventh and eighth grade students housed in a single building. The evaluation sought to assess the CRC in terms of information collection, evaluation and storage, client usage, and attitudinal factors.

Information was obtained from questionnaires completed by all students to determine their opinions concerning the efficiency and effectiveness of the CRC. The instrument used was a Student Evaluation - Career Resource Center form which contained eleven pertinent items.

Results indicate that the CRC was highly successful in organizing and maintaining all the necessary hardware and software; however, improvement needs to be made in methods of permitting students to use the Center because of such a large interest, too large of a student body for the amount of equipment, room size, and available assistance. The overall attitudes of pupils was most promising.

In contrast to published reports by American College Testing Program that a study reveals that "50% of junior high school students say they get no help at all in their career planning," 82% of the students surveyed in this program indicated that they had been helped. Even more startling is the ACT report that "20% find career counseling services adequate," whereas our survey shows that 68% felt the program adequately met their needs.

OBJECTIVES

In order to accomplish the numerous functions of a CRC, the following objectives were formulated:

- To collect, evaluate and disseminate accurate and relevant career information.
- To provide assistance to the centers' clientele in locating, evaluating and using career information.
- To help students integrate self-knowledge with relevant career information by providing counseling services.
- To assist the faculty to integrate career information into the instructional program thereby supporting the career development of students.
- To assist parents in becoming active, concerned and understanding participants in the career development of their children.
- To utilize the community resources in fostering a better understanding of the relationship between education and work.

In order to assess the above objectives, the evaluation effort sought to answer the following questions:

1. How effective were the CRCs in collecting and evaluating career information?
2. How effective were the CRCs in assisting pupils to locate and use career information?
3. How effective were the CRCs in helping pupils integrate self-knowledge with relevant career information?
4. How satisfactory were the CRCs in assisting the faculty in integrating career information to on-going instructional activities?
5. To what extent did the CRCs help parents become active and concerned in the career development of their children?
6. To what extent did the CRCs utilize community resources in fostering a better understanding of the relationship of education to work?

EVALUATION METHODS AND PROCEDURES

General Design

Several factors influencing the evaluation of this center must be pointed out:

(1) Authorization for the center was not officially made until January 1974 and it became imperative that the center begin functioning as soon as possible.

(2) The project originally was to serve about 600 eighth grade students housed in one building. After authorization, but before equipment and materials could be ordered and set up, fire destroyed a school building in the district which housed 450 of the seventh grade students. This necessitated half-day sessions and the center served both groups of students.

(3) Because of the previous results obtained by the Research Coordinating Unit which indicate the value derived from a resource center, and because of the preceding factors, it was decided that a pre-test post-test for evaluation should be omitted and all students would use the center.

Instruments

The instrumentation employed to obtain the input data was as follows:

Student Evaluation - Career Resource Center - a questionnaire, was administered to all students in the seventh and eighth grades to determine their opinions concerning the efficiency and effectiveness of the CRC and to provide an opportunity for the students to offer suggestions about the operation of the CRC. (See Appendix A)

Temperament Check List - a four page instrument designed for use by Chronicle Guidance Publications and to be used with the Occupational Viewdeck was administered to each seventh and eighth grade student in a regularly scheduled guidance class as an inventory of the student's temperament. (See Appendix A)

Career Resource Center Equipment and Materials Form - a rating scale, was completed by the CRC specialist to determine the educational value of equipment and materials located in the center. The student evaluation form also included a rating on the equipment. (See Appendix B)

A Log Book was designed to register daily each student's use of the CRC. (See Appendix A)

Sample

Subjects for the study were 457 7th grade boys and girls (about 80% of the school districts seventh grade students) and 568 8th grade boys and girls who comprised the Wyoming Valley West entire 8th grade.

Procedures

Each student, after the counselor had explained the center and conducted his classes on an orientation tour of the center, completed a Temperament Check List which upon completion was filed in the CRC for the student's use when he visited the center at a later date.

Each student completed the Student Evaluation form during the first week of June, 1974.

The Career Resource Specialist completed the CRC Equipment and Materials form at the end of the school year.

FINDINGS AND ANALYSIS

This section is structured to reflect the outcomes for the six previously stated objectives, student feelings about the center, and student suggestions. Thus the outcomes relating to each question are reported separately.

Objective 1 -- To collect, evaluate and disseminate accurate and relevant career information.

When any software arrived, standard library procedures were used to first record it in an accession book, index it, and then place it in the center with the accompanying index which was either supplied by the producer or made up by the specialist, who was a former library aide. All tapes and filmstrips were also listed on a typewritten page for the student's easy referral.

Materials and supplies were evaluated by all students and the resource specialist. The Student Evaluation form, items 2 and 4, provided the results shown below.

Item 2. Did you find the materials accessible and organized?

An examination of Table 1 totals shows the percent in each response by grade level as follows: Yes (75%), No (4%) and Sometimes (22%). Clearly, the majority of the respondents felt the CRC's materials were accessible and well organized. To be kept in mind, however, is the fact that materials arrived at various times over the three months of operation that these results are based upon.

TABLE 1

STUDENT RESPONSES TO ITEM 2 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% for Each Response Category		
		YES	NO	SOMETIMES
7th	387	85	3	12
8th	547	70	4	26
TOTAL	934	75	4	22

Item 4. Did you find the materials up-to-date?

Table 2 totals show the percent in each response category as follows: Yes (78%), No (4%) and sometimes (18%). The responses indicated most of the materials in the CRC was up-to-date.

TABLE 2

STUDENT RESPONSES TO ITEM 4 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% for Each Response Category		
		YES	NO	SOMETIMES
7th	387	78	4	18
8th	546	78	4	18
TOTAL	933	78	4	18

One of the most important facts about the center was its extensive use. The large number of students who were anxious to use the center as an aid in beginning their career development created one of the few problems encountered --- space, equipment and assistance. Average number of students using the facility was 100 per day as shown by the log book which each student was required to sign upon entering the CRC. (See Appendix A) Use of this log served obvious purposes. The following Table 3 shows the daily use.

TABLE 3

DAILY USE OF THE CRC FROM LOG BOOK

DAY	MARCH	APRIL	MAY	JUNE
	NUMBER	NUMBER	NUMBER	NUMBER
1		42	114	
2		73	74	
3		72	84	55
4	6	60		69
5	13	169		105
6	3		92	67
7	5		122	92
8	4	62	137	
9		80	66	
10		89		57
11	1			60
12	3			45
13	3		140	
14	5		171	
15	6		193	
16		70	188	
17		81	174	
18	103	58		
19	97	53		
20	172		58	
21	194		79	
22	187		102	
23			77	
24		73	88	
25	166	67		
26	148	70		
27	122			
28	129		79	
29		70	105	
30		76	107	
31			120	

Table 4 shows the number of students who used the center. Item 1 of the Student Evaluation form shows the percent of students who used the CRC during the three month period.

Item 1: Have you used the Career Resource Center?

TABLE 4

STUDENT RESPONSES TO ITEM 1 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Response Category	
		YES	NO
7th	457	85	15
8th	568	96	4
TOTAL	1,025	91	9

Also shown as part of Item 1 of the Student Evaluation form is the frequency of use by the students. Table 5 points out the number of repeat visits to the center indicated by those answering.

TABLE 5

STUDENT RESPONSES TO ITEM 1 ON THE STUDENT EVALUATION FORM

GRADE	TIMES VISITED BY SINGLE STUDENT				
	1 - 5	6 - 10	11 - 15	16-20	Over 20
7th	259	80	26	8	5
8th	424	80	11	8	10

* * * *

The most popular method of dissemination of materials for use outside of the CRC was the circulation of paperbacks written on a specific career. The specialist catalogued each one similar to the method used by a library to circulate books. These were loaned to a student for a period of up to one week. Delinquent book returns were very negligible and before the end of the school year every book had been returned. It was established policy of the CRC to loan materials to the teachers, books to the students, but no equipment was allowed to leave the CRC. This was deemed necessary so that the students who came to the center would not be hindered by a lack of equipment. Furthermore, teachers were able to borrow equipment through the standard procedure from the A-V coordinator. No change in this regulation is anticipated for next year.

Objective 2 -- To provide assistance to the center's clientele in locating, evaluating, and using career information.

Items 3, 5 and 6 on the Student Evaluation form were used to evaluate Objective 2.

Item 3: Did you find the equipment in good working condition?

Table 6 totals show the percent in each response category as follows: Yes (89%), No (1%) and Sometimes (10%). The evidence clearly indicated the equipment was in good working condition.

TABLE 6

STUDENT RESPONSES TO ITEM 3 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Response Category		
		YES	NO	SOMETIMES
7th	387	89	1	10
8th	537	87	2	11
TOTAL	924	89	1	10

Item 5: Did you find the information you needed?

Table 7 totals show the percent in each response category as follows: Yes (67%), No (11%) and Sometimes (22%). Generally, the CRC was helpful in assisting students to secure desired information, but again we must keep in mind that even now some of the ordered materials have not arrived from suppliers and this may account for some answers other than yes.

TABLE 7

STUDENT RESPONSES TO ITEM 5 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Response Category		
		YES	NO	SOMETIMES
7th	387	70	10	20
8th	498	65	12	23
TOTAL	885	67	11	22

Of the 291 students answering "no" or "sometimes" only 36 indicated no attempt was made to obtain the information.

Item 6: In assisting you to make a future career decision, which helped you most?

The rankings in Table 8 were based on the response of pupils. While all of the items were considered helpful by the pupils, the rank ordering gave an indication relative to the usage of the items. The Summary of the CRC Specialist's Evaluation of Equipment and Materials also includes ratings. (See Appendix B)

TABLE 8

STUDENT RESPONSES TO ITEM 6 ON THE STUDENT EVALUATION FORM

ORDER OF USAGE	7th GRADE	8th GRADE
1	Filmstrip Program	Filmstrip Program
2	Interview Cassettes	Interview Cassettes
3	Career Pamphlets	Viewdecks
4	Viewdecks	Career Books
5	Career Books	Career Pamphlets
6	Pennscripts	Pennscripts
7	Career Kits	Career Kits

It should be pointed out that even though Career Kits rank last, 37 students did list it as the most helpful to them as an individual. The importance of the Viewdeck can be attributed to the fact that the Temperamental Checklist was completed in the Guidance class and its use with the Occupational Viewdeck was the logical beginning point in a career development program.

Table 9 presents a matrix of student responses to their rank order.

TABLE 9

STUDENT RESPONSES TO ITEM 6 ON THE STUDENT EVALUATION FORM

CHOICE:	1st	2nd	3rd	4th	5th	6th	7th
Career Books	86	85	126	82	65	109	97
Pamphlets	77	93	120	101	78	115	103
Tapes	145	244	101	83	37	24	17
Filmstrip	343	170	89	47	39	18	26
Pennscript	61	50	72	69	99	98	123
Viewdeck	100	94	139	86	86	59	63
Kits	37	58	104	95	95	98	82

Orientation to the CRC: Regularly scheduled guidance classes in the 7th and 8th grade were used as the basis for student orientation to the CRC. The guidance counselors first explained the existence and objectives of the center. During the later part of March after most of the equipment and materials had been set up, the guidance classes reported to the CRC over a two week period for the orientation. The Counselor introduced the Career Resource Specialist who used the following lesson plan:

- Review purpose and history of CRC's
- Demonstration of Equipment
- Introduction to the software
- Explanation of how students may have access to the CRC and a few rules governing the use of the CRC
- Show filmstrip entitled "The Connection" from the SRA series WORK. The film describes the Connection between individual interests and selection of a career.

In-depth searches for job information were limited to what the specialist could do with such a large group using the center continually and having been in operation only three months, any novelty of a new career resource center did not wear off to give the specialist more time. Most of the work in the CRC was a general exploratory type at this time. (See Recommendations)

Student attitude towards the CRC can best be described as positive because of the fact that the facilities and equipment were handled so carefully in spite of extensive use. The only replacement or repair necessary over the entire three months was two light bulbs in the projectors. Tables 10, 11, and 12 emphasize the attitudes reflected by students.

Item 7: Do you feel that WVW has assisted you in your search and planning for a future career?

TABLE 10

STUDENT RESPONSES TO ITEM 7 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Category	
		YES	NO
7th	425	88	12
8th	554	78	22
TOTAL	979	82	18

Item 8: How sufficient was the help you received in searching and planning for a future career?

An examination of Table 11 shows one-third of the students feel the need for additional help.

TABLE 11

STUDENT RESPONSES TO ITEM 8 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Category	
		Adequate	Should Have Had More
7th	410	72	28
8th	551	65	35
TOTAL	961	68	32

Item 9: How helpful was the meeting with the counselor in the CRC in helping you understand what the CRC can do for you?

Table 12 totals show the percent in each response category as follows: Very good understanding (78%), not too sure (19%) and no idea (3%).

TABLE 12

STUDENT RESPONSES TO ITEM 9 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Category		
		Very Good	Not Too Sure	No Idea
7th	421	77	19	4
8th	547	78	19	3
TOTAL	968	78	19	3

Item 10: How useful would a Career Resource Center be to you during the years you are in high school?

Student attitude in regard to additional CRC's for additional grade levels is reported in Table 13 and the totals show the percent in each response category as follows: Very Useful (64%), Will Use It (31%) and Have No Use for It (5%).

TABLE 13

STUDENT RESPONSES TO ITEM 10 ON THE STUDENT EVALUATION FORM

GRADE	NUMBER OF RESPONSES	% For Each Category		
		Very Useful	Will Use	No Use
7th	441	71	26	3
8th	554	59	36	5
TOTAL	995	64	31	5

Objective 3 -- To help students integrate self-knowledge with relevant career information by providing counseling services.

Regular guidance classes meet once each week with one of the three counselors who serve the 7th and 8th grade students. A curriculum is established for these classes and includes, among other things, the lessons involving self-knowledge and how it relates to career development. Also included is time for testing and test interpretation. Attitudes, interests and abilities are discovered by the individual student. Filmstrips from Guidance Associates, films such as "The Weed", "Is a Career In _ _ _ _ _ For You?", are examples of what is done to help the student become aware of his or her traits or talents.

Tests administered include:

(1) Temperament Checklist
(2) Ohio Vocational Interest Survey (OVIS)
(3) School and College Ability Test (SCAT)
(4) Sequential Test of Educational Progress (STEP)
(5) Otis-Lennon Mental Ability

Objective 4 -- To assist the faculty in integrating information into their instructional activities to support the student's career development.

The 7th & 8th grade faculty was informed about the establishment of the CRC, its purposes and objectives and invited to visit the center at their convenience for a demonstration of equipment and to learn about materials which are available for their use in the regular classroom. This was accomplished verbally and by an announcement in the daily bulletin.

Faculty of the entire school district (442) was made aware of the CRC by an announcement in the WVW Standing Committee Report.

Alphabetical listings of some materials in the CRC were also prepared and distributed to the faculty.

Several members of the staff contributed career information from their files or from mail they had recently received.

Since use of the CRC was limited to students from the various study halls, with the exception of a few guidance classes and the showing of films, it was not necessary to train the teachers to use the equipment. The counselors and specialist were able to handle the equipment proficiently. In addition, the faculty has the use of similar equipment from the A-V department.

Many teachers voiced their praise for the center, their compliments about the selection of such a fine resource specialist who contributed enormously to the success of the program and their words of encouragement as they reported the many fine comments made by their students.

Because of the fine spirit of cooperation with the school librarian, a complete list of career-related books available in the library was posted in the CRC. The librarian also placed a 4 book set of Barron's Occupational Information in the CRC.

Information on all careers is catalogued according to the Dewey Decimal Classification as well as a number from 1-8 which corresponds to a school subject. In this way career information can be pursued using interest in a school subject as a starting point rather than, or in place of interest, as the starting point. This also provides a convenient reference tool for teachers.

Objective 5 -- To assist parents in becoming active, concerned and understanding participants in the career development of their children.

Of the six listed objectives of this program, this was the most neglected and needs to be developed. Perhaps an excuse for this may be the fact that the center operated for only three months and all of the time was devoted to assisting students in their quest for career information. Ideas were discussed about this matter but it was decided that priority should be given to the students. Recommendations have been made for the coming school year. (See Recommendations)

Objective 6 -- To utilize community resources in fostering a better understanding of the relation of education to work.

Successful activities dealing with objective 6 included:

(1) Bell Telephone supplied films from the series, "Is A Career in _ _ _ For You?" These were shown in the CRC at various times throughout the day and for several days at a time and were well attended.

(2) Speakers from business and industry were utilized in a "Career Days" program. Participants involved dealt with careers in the various clusters as set up by the U.S. Office of Education. As an example, the President of a local business college spoke on careers in business, the cluster of environmental careers was handled by four speakers from those careers, health careers were discussed by a hospital administrator, and careers in communication by an executive of Bell Telephone. These "Career Days" were held for the entire student body in the auditorium as part of Career Exploration.

(3) Speakers from the community were used by the counselors during the year. Example of this was a State Police program.

COMMENTS:

Some of the trivial ideas used which were found successful and herein reported are for the purpose of suggestion to other CRC's.

(1) Instead of using tables for equipment, have a shelf built along one wall and equipped with a line of electrical outlets.

(2) Headsets become less tangled if hung on hooks that can be installed in an appropriate place.

(3) Signs placed on or near the equipment help students learn the proper classification.

(4) Rubber stamps facilitate marking new materials, affixing the CRC specialist's name to permit slips, and for circulation of career books and pamphlets.

(5) Probably one of the most time-saving ideas was to place the Pennscript cards in alphabetical order and then number them with a felt-tip pen. Replacing the cards numerically saved much time and automatically alphabetized them.

(6) Use student aides to assist the CRC specialist.

(7) If the Occupational Viewdeck is to be used, try to arrange for all students to complete the Temperament Check List at one time in a place other than the CRC. Student time in the CRC is limited and advance completion of this form, which can be filed in the CRC, is most helpful.

RECOMMENDATIONS:

Establishment of a CRC in our school district has proved to be a terrific success even though it has been operating for only three months. However, complacency cannot be tolerated and several "wrinkles need to be ironed out". Some of the minor problems have been the result of the emergency created by the destruction of the seventh grade building, some by the late authorization date in relation to the school calendar, and other similar situations.

Briefly the following items need thoughtful consideration for next year and thereby become our recommendations:

(1) Longer period of time for students to visit the center.

(2) Provision for in-depth searches in cooperation with the English and/or Social Studies teachers.

(3) Maintaining the high level of student interest and usage of the center.

(4) Updating materials.

(5) Possibility of capitalizing on next year's Educational Network Career programs entitled "Bread and Butterflies" and "Whatcha Gonna Do?".

(6) More public relations -- Hopefully time will permit the preparation and wide distribution of a brochure describing the objectives and procedures of the CRC. Periodic news releases and letters to the parents are recommended.

(7) More speakers from business and industry should be used for small groups of interested students.

(8) Provision for an open-house during American Education Week to allow parents and community an opportunity to visit the center.

(9) Re-evaluation of the program in the beginning of the new school year by the Director of Secondary Education, Director of Pupil Services, Career Education Coordinator, Career Resource Specialist, and Counselors to consider what can be done and what cannot be done to incorporate suggestions made by some students in response to Item 11 on the Student Evaluation form. For purposes of this report it is sufficient to say that most of the comments were very favorable but many various suggestions dealt in some way with crowded conditions, waiting for equipment, and the method of rotation for attending the CRC. These suggestions will be considered.

(10) Expand the resources with new materials and hopefully more equipment.

(11) Use of more large groups for showing career-related films.

(12) Use of volunteer assistance.

APPENDIX A

STUDENT EVALUATION
CAREER RESOURCE CENTER
Wyoming Valley West - 7th & 8th Grades

1. Have you used the Career Resource Center? Yes____ No____
   If Yes, how many times? _____

2. Did you find the materials accessible and organized? Yes____ No____ Sometimes ____

3. Did you find the equipment in good working condition? Yes____ No____ Sometimes ____

4. Did you find the materials up-to-date? Yes____ No____ Sometimes ____

5. Did you find the information you needed? Yes____ No____ Sometimes ____
   If No, was there an attempt made to obtain the information? Yes____ No____ Sometimes ____

6. In assisting you to make a future career decision, which helped you most? (Place a #1 after the item which helped most, a #2 after the next best, then a #3 after the next and so on.)

   _____ Career Books
   _____ Career Pamphlets (Materials other than books)
   _____ Cassette Tapes
   _____ Filmstrips
   _____ Pennscripts
   _____ View Decks
   _____ Career Kits

7. Do you feel that WVW has assisted you in your search and planning for a future career?
   _____ Yes _____ No

8. How sufficient was the help you received in searching and planning for a future career?
   _____ Adequate _____ Should have had more

9. How helpful was the meeting with the counselors in the Career Resource Center in helping you to understand what the Career Resource Center can do for you?
   _____ I have a very good understanding of what the career resource center can do for me.
   _____ I am not too sure what the career resource center can do for me.
   _____ I have no idea what the career resource center is about.

10. How useful would a Career Resource Center be to you during the years you are in high school?
   _____ Very useful
   _____ I will probably use it but could get along without it.
   _____ I will have no use for it.

11. How could the service offered by the Career Resource Center be improved? What could we do to help you with career planning that we are not presently doing? Can you suggest anything that would make our Career Resource Center more valuable to students? (Please use back of sheet if necessary)

_____

_____

_____

_____

_____

STUDENT EVALUATION
CAREER RESOURCE CENTER
Wyoming Valley West - 7th & 8th Grades
Summary of Student Replies

1. Have you used the Career Resource Center? Yes 934 No 91
   If Yes, how many times? *MOST WITHIN 10*

2. Did you find the materials accessible and organized? Yes 696 No 34 Sometimes 204

3. Did you find the equipment in good working condition? Yes 825 No 14 Sometimes 95

4. Did you find the materials up-to-date? Yes 727 No 37 Sometimes 169

5. Did you find the information you needed? Yes 594 No 100 Sometimes 191
   If No, was there an attempt made to obtain the information? Yes 63 No 24 Sometimes 6

6. In assisting you to make a future career decision, which helped you most? (Place a #1 after the item which helped most, a #2 after the next best, then a #3 after the next and so on.) *SEE TABLE 9*

   _____ Career Books
   _____ Career Pamphlets (Materials other than books)
   _____ Cassette Tapes
   _____ Filmstrips
   _____ Pennscripts
   _____ View Decks
   _____ Career Kits

7. Do you feel that WVW has assisted you in your search and planning for a future career?
   804 Yes 175 No

8. How sufficient was the help you received in searching and planning for a future career?
   656 Adequate 305 Should have had more

9. How helpful was the meeting with the counselors in the Career Resource Center in helping you to understand what the Career Resource Center can do for you?
   750 I have a very good understanding of what the career resource center can do for me.
   188 I am not too sure what the career resource center can do for me.
   30 I have no idea what the career resource center is about.

10. How useful would a Career Resource Center be to you during the years you are in high school?
    639 Very useful
    312 I will probably use it but could get along without it.
    44 I will have no use for it.

11. How could the service offered by the Career Resource Center be improved? What could we do to help you with career planning that we are not presently doing? Can you suggest anything that would make our Career Resource Center more valuable to students? (Please use back of sheet if necessary)

(SEE RECOMMENDATIONS)

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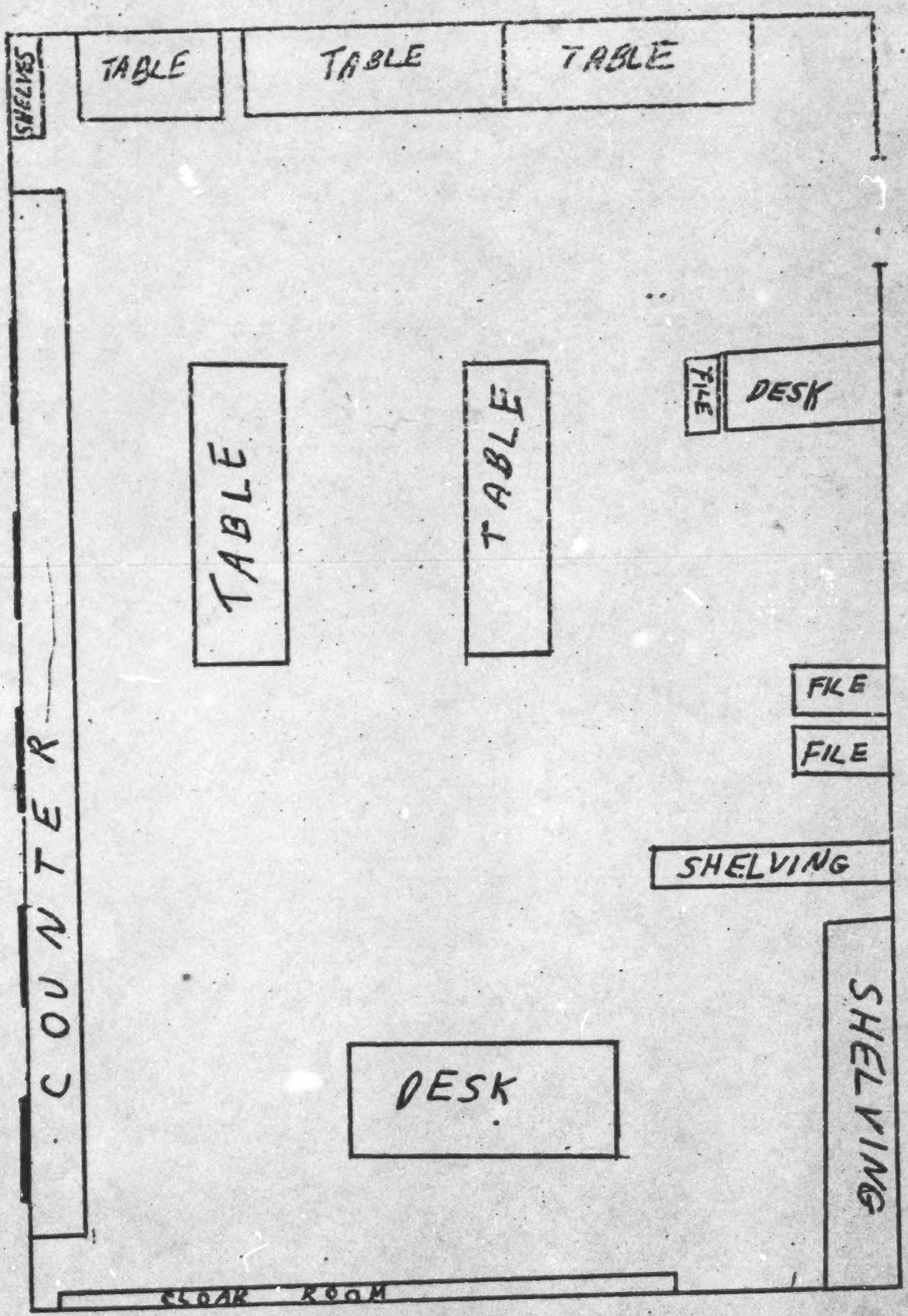
PENNSCRIPT LOG BOOK

STUDENT NAME	HOME ROOM	OCCUPATIONAL INTEREST	COUNSELOR	COUNSELOR INTERVIEW (To be completed by counselor)

PREPARED BY A 7TH GRADE STUDENT WHO HAD
JUST INVESTIGATED A CAREER IN DRAFTING.



APPENDIX B

SUMMARY OF THE CRC SPECIALIST'S EVALUATION OF EQUIPMENT AND MATERIALS

(Based on Usage)

KEY: 1- Low to 5- High No mechanical problems involved.

Career Briefs:

- Job-Experience Brief Kits (3)
- Career Brief Kits (2)

Handbooks:

- Occupational Outlook Handbooks (2)
- D.O.T. (1)
- Encyclopedia of Careers (2)
- Vocational Guidance Manuals (3)

Other Materials:

- Armed Services Information (3)
- State & Federal Civil Service Announcements (3)
- Occupational Files (3)

Hardware:

- Tape Recorders (5)
- Cassette Filmstrip Projectors (5)
- Microfilm Readers (4)

Audio-Visual Aids:

- Film Strips (5)
- Pennscripts (4)
- Occupational View Deck (3)
- College View Deck (3)